

# Wayne High School 55 North Center P.O. Box 217 Bicknell, Utah 84715

**April 22, 2008** 





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

## THE REPORT OF THE VISITING TEAM REVIEWING

## Wayne High School 55 North Center P.O. Box 217 Bicknell, UT 84715

**April 22, 2008** 

#### UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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#### **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 22, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Wayne High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Ron Cazier is also commended.

The staff and administration are congratulated for their desire for excellence at Wayne High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Wayne High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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#### WAYNE HIGH SCHOOL

#### ADMINISTRATION AND STAFF

#### **School Administration**

Ron Cazier		Principal			
<u>Counseling</u>					
Jennifer ChristensenCounselor					
Support Staff					
Francis Banta Nadalee Blackburn Peggy Chappell Lois Brian	Lynda Brown Jodee Harker Noreen Johnson Pegie McCourt	Luana Oyler Deila Stewart Joan Woolsey			
<b>Faculty</b>					
Anderson, Kerry Bogedahl, Beth Ellett, Sherry Elmer, Mark Gubler, Eric	Pace, Amberlee Pace, Amy Reynolds, Michael Robertson, Shannon Southwick, Greg	Stringham, Nichol Summers, Dan Woolsey, Heidi			

#### WAYNE HIGH SCHOOL

#### **MISSION STATEMENT**

The mission of Wayne High School is to provide a strong foundation for lifelong learning in order that all students become productive, successful, and accountable members of society.

#### **BELIEF STATEMENTS**

- 1. Everyone is a valued individual
- 2. Parents, teachers, students, and community share in the process of education; however, learning is ultimately the student's responsibility.
- 3. Every action has a consequence.
- 4. Everyone has the ability to learn.
- 5. Success is measured individually.
- 6. A safe environment allows individuals to achieve.

#### **DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

- 1. Students will select a career pathway and successfully complete courses consistent with their choice.
- 2. Students will demonstrate effective oral and written communication skills in a variety of applications.
- 3. Students will engage in problem solving and critical thinking as applied to real-world situations.

Date of visit: April 22, 2008

#### MEMBERS OF THE VISITING TEAM

Gwen Callahan, Emery High School, Emery School District, Visiting Team Chairperson

Paula Evans, Tintic High School, Tintic School District

Earl Slack, Bryce Valley High School, Garfield School District

#### VISITING TEAM REPORT

#### WAYNE HIGH SCHOOL

**CHAPTER 1: SCHOOL PROFILE** 

Wayne High School is located in Bicknell, Utah, and is the only public high school in the county. The school serves grades nine through 12, and includes students from all of the small towns in the county and the many farms and ranches located outside of town boundaries. Most of the students are bussed to and from school, with the longest bus route being to and from Hanksville, approximately 60 miles one-way.

Students attend seven classes of 52 minutes each Monday through Thursday. On Friday, five periods of 48 minutes each are held. Students benefit from various opportunities for concurrent enrollment at Snow College Richfield and the many classes offered over the EDNET system. Some also take classes from Utah's Electronic High School. All students who desire to do so can participate in most extracurricular activities.

- a) What significant findings were revealed by the school's analysis of its profile?
  - The Visiting Team found evidence that the administration and most members of the staff have gathered an impressive amount of data and are in the beginning stages of using the data to make academic decisions.
- b) What modifications to the school profile should the school consider for the future?
  - With the data gathered, the next obvious step is analysis and conclusions. The data is there, but the Visiting Team saw no evidence that it has been used in any way to benefit the school. Training in data analysis that leads to decision making would be beneficial for this school.
- c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?
  - The data section of the self-study is impressive. The school's strengths and weaknesses are obvious and well defined, but no steps have been taken to tie this data to school improvement.

#### **Suggested Areas for Further Inquiry:**

• It is suggested that the great amount of data that has been generated be used to focus on specific steps for school improvement.

- Although surveys from constituents have been done, none of the results were used in making decisions on school goals and improvement. This should be remedied.
- It is also suggested that the school goals be refined, be made measurable, and be tied directly to the data.
- The School Community Council could and should take a more defined role in decision making.

## CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

#### Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?
  - It appears that the faculty at Wayne High School has made a collaborative effort to revamp its beliefs, mission statement, and DRSLs. However, in the process, it is apparent that little attention was given to the survey data, nor was much effort given in obtaining student and parent input.
- b) To what extent do the school's mission and beliefs align to support the school's DRSLs?
  - There seems to be a vague and unclear correlation between the way the DRSLs are written and how they tie in with the mission statement and beliefs. The DRSLs have limited instruments for measurement and do not reflect the data.
- c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.
  - The school uses tracking sheets, SEOP folders, individual teacher assessments, end-of-level tests, a WED "Walk 'bout" System, and the Wayne District Quality Teaching Committee.
- d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

From the Visiting Team's discussions with faculty members, students, and others, it is apparent that there was no effort given to following through with the six-year plan that was previously developed for Wayne High School. The Visiting Team also is concerned about the apparent lack of faculty cohesion, which has been fueled by a few decisions made by the Board of Education. This being said, it is the general feeling of the Visiting Team that there needs to be a greater effort made by all stakeholders, to look at the direction the school is heading and to use the accreditation process in making the necessary corrections. School-wide data needs to be used when developing action plans, aligning policy, determining school budgets, and developing procedures, and should be used in the decision-making process at Wayne High School.

#### **Curriculum:**

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

Most staff members at Wayne High School are conscientious about following the State Core and preparing students for standardized testing on core standards. However, the Visiting Team encourages ALL staff members to familiarize themselves with the Core objectives in all subject areas they teach.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The Visiting Team observed teachers engaging students in classroom activities individually, in small groups, and as a whole classroom. Teaching of higher-order thinking skills was observed in English, math, and in many of the vocational classes.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

On DRSL #1, it is the opinion of the Visiting Team that "Selecting a Career Pathway and Successfully Completing the Coursework" is something that the school is already being asked to do by the State Board, and that should be part of the school's regular efforts in tracking students.

There was evidence that the teaching staff was working collaboratively on the second DRSL, "Students will Demonstrate Effective Oral and Written Communication." Every classroom was equipped with visuals outlining the steps of effective writing. There was also evidence from numerous sources indicating a concerted effort across the curriculum to assist students in this effort.

The Rigor and Relevance Framework is being used by some teachers to assist students to "Engage in Problem Solving and Critical Thinking" as part of the third DRSL. The Wayne School District Quality Teaching Committee is assisting teachers to incorporate classroom higher-level thinking skills.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

There was no evidence presented that the faculty is using assessment results to drive curricular issues.

#### **Instruction:**

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

The Visiting Team observed some teachers using a wide variety of instructional strategies, including hands-on, demonstrations, small group collaboration, large-group presentation by the teacher, and technology use. There were also teachers observed whose particular instructional strategy could not be identified.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

This is particularly evident with the communication DRSL. Teachers in each discipline assign students to write. This is done in individual classes as well as across curricular areas. Student writing is corrected for sentence structure, spelling, and grammar by all teachers.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The Visiting Team neither observed nor had occasion to discuss professional development other than district training.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

Teachers are very well versed in their content areas. All of the teachers in this small school have, of necessity, multiple endorsements, with a few having advanced degrees or multiple hours of additional training.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

The Visiting Team observed projectors mounted in nearly every classroom; however, none were being used on the day of the visit. The school is starting to equip classrooms with Smart Board technology. Teachers have access to classroom computers. As for integrating technology into instruction, this was not observed the day of the visit.

#### **Assessment:**

- a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?
  - When this specific question was asked, the response the Visiting Team received from most of the professional staff was, "The data is looked at, but nothing is done about it."
- b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?
  - The school is small enough that the staff knows every student personally. Each teacher knows about each student's academic progress, as does the principal.
- c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?
  - Data is generated but is not used in making school-wide decisions, nor was it used in the development of the DRSLs.
- d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?
  - Collaboration isn't an issue due to the smallness of the school. Most of the staff collaborates daily out of necessity.
- e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?
  - The school has developed its DRSLs, but there isn't a clear rubric or timeline that evaluates those goals. The statement "ongoing" does not allow for the completion

of any of the identified action plans. Institutionalizing efforts towards the completion of the DRSLs is impossible without a clear evaluation plan.

#### **CHAPTER 3: NAAS SUPPORT STANDARDS**

#### **Leadership and Organization:**

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
  - The Visiting Team recognized that the leadership consisted mostly of the administration and some key teachers. However, it was obvious to the Visiting Team that not all teachers were fostering an academic learning climate that supported teaching and learning. There seemed to be some dissension among the school staff. There have been several administrative changes made over the last six years, and it is apparent that, because of these changes, there has not been enough time to build a collaborative network among the teachers, administrators, and staff.
- b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?
  - The participants in the self-study had clearly gathered data that included many varieties of test data along with survey data of teachers, parents, and students. However, the Visiting Team was concerned that the data had not been used to drive the decisions that were made concerning the direction the school was headed. Many concerns that parents, teachers, and students indicated were not addressed in the DRSLs and action plans.
- c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?
  - After revisiting goals and DRSLs as a school, the school leadership will be able to align the organization, operations, and allocation of resources so that these are all aimed at meeting the action plan and DRSLs. The Visiting Team wasn't aware of that having happened in the past. There was no mention of a school-wide professional development plan in the past that focused on the school's previous goals.

- d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?
  - The Visiting Team felt that most of the school community was involved in the process of developing the school improvement plan. The school leadership had surveyed students and parents along with the teaching staff. DRSLs were developed with the participation of most of the school community, and it appeared that most staff members were willing to participate in the process.
- e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

Although the Visiting Team did not see any indication that this has happened in the past, the school has developed a DRSL for tracking students and an action plan for doing so. Each student will be tracked by a counselor so that an adult is aware of what the student is doing and will help the student set goals for the future.

#### **School Services:**

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

#### **Facilities and Finances:**

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

#### **CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD**

#### **Culture of Continual Improvement:**

a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, which is reviewed and revised on an ongoing basis?

Evidence points to the fact that Wayne High School has made some effort to implement a comprehensive school improvement plan. Data has been collected, departments have organized and collaborated on some items, and the administration and faculty have worked together to further the plan. The missing pieces include using the data to drive this plan and having specific DRSLs to focus the plan. With these in place, the plan for improvement will go forward.

b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

Teachers have been trained in the Six Traits of Writing and Marzano's effective teaching techniques. This training has been very positive for teachers, but is not directly aligned with the data.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

There is no evidence that the critical needs have been defined, especially those focused on by the survey and testing data. The DRSLs need refinement and a more specific evaluation tool. When these are in place, the Visiting Team feels that the commitment will be sufficient for progress.

*d)* To what extent does the school create conditions that support productive change and continuous improvement?

The faculty and administration have worked hard to put a plan for improvement in place, but redefining the DRSLs and their evaluation rubrics will focus this effort and give new direction to the process.

e) What significant progress has been made in implementing the original action plan since the last full visit?

There is no evidence that the original action plan has ever been used. Although there is a more effective plan in place now, it is not related to the original plan.

f) What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?

There is very little evidence that the original recommendations were used to direct the current plan for school improvement.

#### **CHAPTER 5: COMMUNITY BUILDING**

a) To what extent does the school foster community building and working relationships within the school?

The administration and most of the faculty are working very hard to build a working relationship with one another and also with the improvement plan. There have been three administrators in this building in the past six years. This has hindered the administration's progress in focusing on data-driven improvement.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

There was no observable evidence that there has been an extension of the school community.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

In order to build support networks in the community, the stakeholders of the community will have to be involved. This includes parents, students, teachers, staff members, and community partners.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

Communication of school improvement is in the very early stages. The desire for improvement is evident. The faculty, as a whole, definitely wants to be involved, and sees the purpose of involving the stakeholders. The presence of a long-time administrator will help in this process. It is suggested that the new principal and a team of teachers attend further school improvement training.

### CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

#### **Commendations:**

• The Visiting Team commends the school on its physical plant and condition of the school. The buildings at Wayne High School are well-cared for and extremely clean. This indicates hard work and pride in the facility.

- The Visiting Team commends Wayne High for the high level of student achievement at the school. Students are scoring at or above state levels in the Core areas, and the school is continuing to make AYP.
- The Visiting Team commends the school for the professional qualifications of its staff. Teachers are certified in the areas they are teaching. In a small school, this is not always the case.
- The Visiting Team commends the school for the culture of school pride and the climate of caring that is evident. From discussions with students, it is obvious they are proud of their school, and opportunities to be involved are appreciated.

#### **Recommendations:**

- The Visiting Team recommends that Wayne High School use data more effectively in the decision-making process. Data has been gathered in a systematic and organized way, but there is very little evidence that the data has been used to guide school improvement. This data needs to be used in the development and the implementation of the DRSLs.
- The Visiting Team recommends that disaggregation of available data by the community would yield useful information to drive decision making.
- The Visiting Team recommends that, because school improvement is so allencompassing, cooperation by all faculty members be made central to any attempts at improvement. Discussions with faculty members and students reveal this may not be happening at this time.